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ABSTRACT

This report abstracts and summarizes 19 Indiana Youth Employment and Training Programs (YETPs) funded in FY 1979-80 with moneys allocated by Subpart A, Title IV YETP of the Youth Employment and Demonstration Project Act of 1977. Projects are grouped into subject categories of ongoing and planning projects. Within categories, the projects are ordered numerically. Each abstract contains the project number, agency funded, funding period, project counties, number of clients served, participating local education agencies, and person to contact for updated information. It also includes an overview and provides information on career information, guidance and job-seeking skills training; academic credit; private and public sector employment; employment and training opportunities; and supportive services. Additional information examines each program's uniqueness as well as its involvement with existing services. Four separate indexes list (1) agencies funded, (2) counties in which projects are based, (3) participating local education agencies, and (4) project numbers. (Author/YLB)

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INFORMATION SERIES NO. 13
PROJECT ABSTRACTS

Youth Employment and Training Programs in Indiana, 1980-1981

edited by

Mark Coogan

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

This report abstracts and summarizes 19 Indiana Youth Employment and Training Programs funded in fiscal year 1979-1980 with moneys allocated by Subpart A, Title IV, Youth Employment and Training Program of the Youth Employment and Demonstration Project Act of 1977.

The projects are grouped into subject categories of on-going and planning projects. Within catagories, the projects are ordered numerically.

Each abstract contains the project number, the agency funded, the funding period, the project counties, the number of clients served by the project, the participating local education agencies, and the person to contact for updated information. Each abstract also includes an overview and details on how each project provides training, academic credit, employment,and supportive services to its participants. Additional information examines each program's uniqueness as well as its involvement with existing services.

Four separate indexes list: (1) agencies funded, (2) counties in which the projects were based, (3) participating local education agencies, and (4) project numbers.

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FOREWORD

Coordination between employment and training programs for youth and education programs provided by schools has been a concern since the beginning of the Comprehensive Employment and Training Act (CETA).

We, on the state level, in cooperation with local providers, determine roles and responsibilities to harmonize the different governing structures of the education system and the employment and training system to avoid fragmentation of decision making.

The Youth Education and Training Program (YETP) has demonstrated the willingness of the State Board of Vocational and Technical Education and the Indiana Office of Occupational Development to cooperate. Cooperation is important in meeting individual needs on a local level. This abstract book exemplifies local cooperation in dealing with education, employment, and training problems.

We must want to cooperate. No Laws, regulations, structures, or executive demands can force cooperation. Only personal commitment as shown in these projects can result in cooperation. CETA funds are used to train people for employment and that is what vocational education is all about.

WENDELL WALLS
Past Executive Director
Indiana Office of
Occupational Development

Indiana has been recognized nationally for the cooperation between CETA and vocational education in the development of YETP. One of the nationally recognized models is the relationship between Indiana State Board of Vocational and Technical Education and the Indiana Office of Occupational Development.

With the help of strong local leadership, Indiana has established formal and informal CETA vocational education linkages among local agencies and between local and state agencies.

The results of the leadership are demonstrated in the exemplary projects outlined in this booklet. These projects have achieved interagency cooperation by overcoming conflicts and obstacles that often prevent needed progress toward common goals.

As I stated during the 1980 Indiana Vocational Conference, it takes people to make things work--not structures, not programs, not definitions. And in Indiana, I think we have something of which we can all be proud.

DON K. GENTRY
Executive Officer/State Director
of Vocational Education
State Board of Vocational and
Technical Education

ACKNOWLEDGEMENTS

This booklet was prepared to exemplify the cooperation between the Indiana State Board of Vocational and Technical Education and the Indiana Office of Occupational Development for the purpose of delivering the Youth Employment and Training Program to the 68-county Balance-of-State Prime Sponsor.

Special thanks are given to Wendell Walls, Past Executive Director, and Linda Jester, the new Executive Director, of the Indiana Office of Occupational Development. Thanks are also given to the Operations Division Staff, Indiana Office of Occupational Development and the Comprehensive Employment and Training Act Vocational Education Staff, State Board of Vocational and Technical Education.

INTRODUCTION

The Youth Employment and Training Program (YETP) of the Title IV Youth Employment and Demonstration Projects Act (YEDPA) is an effort to alleviate the employment problems of youth. It amended the 1973 Comprehensive Employment and Training Act (CETA) by adding several new programs to improve employment and training opportunities for young people, mainly 16 to 21-year-olds, from low income families. The Act is particularly concerned with overcoming the barriers between school and work by more closely linking education, employment, and training institutions.

Under the YETP segment of YEDPA, the Indiana Office of Occupational Development (IOOD) has contracted with the State Board of Vocational Technical Education (SBVTE) to service in-school youth in the 68-county Balance-of-State Prime Sponsor.

The aim of this agreement is to promote coordinated efforts between IOOD, SBVTE, local education agencies, and local CETA providers.

We feel there have been exemplary approaches in the area of related instruction information, vocational guidance and counseling, private sector involvement, and job creation through youth participation.

You, the local providers of training, should be proud of your accomplishments that are typified in this abstract series.

TOM ABEEL
Director/Operations Division
Indiana Office of
Occupational Development

In August of 1977, Congress passed YEDPA to combat unemployment of youth. YEDPA created four new programs to expand training, job-placement, and career development and to explore approaches to providing services for young people.

The SBVTE is responsible for Title IV Subpart A, YETP for the Indiana Balance-of-State Prime Sponsor.

The Secretary of Labor funds a variety of training and employment programs for young people. Useful work experience opportunities in community betterment activities and other appropriate training enhances young people's job prospects and career opportunities. Many services are offered such as counseling, outreach, occupational information, in-school and on-the-job training, job restructuring, child care, and help in making the transition from the classroom to the world of work.

The overall purposes of YETP are to:

1. make a significant long-term impact on the unemployment of youth

2. enhance young people's career opportunities by providing training, supportive services, and appropriate unsubsidized employment in the public and private sectors of the economy

3. supplement existing programs

YEDPA youth employment programs provide academic credit for work experience whenever possible. Some students are so discouraged by past schooling experiences they find it difficult to learn in traditional education settings. Credit for work experience can encourage some of these youth to continue their education. Work-education linkages can improve both the work and the learning experiences.

Individual local education agencies (LEAs) award academic credit at their own discretion under state and local hourly requirements. Students do not receive pay to attend regular school classes where academic credit is given. YETP follows the same rules and guidelines that existing vocational cooperative programs follow.

Linkages between SBVTE/CETA services and LEAs are the most encouraging aspects of YETP. Some linkages had already existed but with the initiation of YEDPA, at least 22% of YETP grant funds must be used when a SBVTE/CETA contract agent and an LEA representative sign an agreement on service to in-school youth.

The importance of a well-planned and cooperative effort involving vocational education, CETA services, Indiana Office of Occupational Development, local education agencies, and local CETA providers cannot be overemphasized.

This abstract book shows effective utilization of available funds and participant benefits. The program delivery

indicates that the current efforts to involve the economically disadvantaged, unemployed youth, and school dropouts into vocational programs have many positive benefits. YETP funds offer the opportunity to more effectively utilize facilities, personel, and community resources to address the need for vocational training of the economically disadvantaged.

Continued examination of ways to increase program flexibility, to individualize instruciton and services, and to reach an even greater proportion of those needing vocational training is necessary.

TERRY R. FIELDS
State Coordinator
State Board of Vocational and
Technical Education/CETA
Vocational Services

ONGOING YETP PROJECTS

TITLE: INTERLOCAL ASSOCIATION YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-001*

AGENCY FUNDED: *Interlocal Association*

CONTACT: *Sheila Bowers*
80 Glenwood Drive
P.O. Box 591
New Castle, IN 47362
(317) 529-1345

COUNTIES: *Bartholomew, Brown, Hancock, Henry, Johnson, Shelby, and parts of Morgan, Randolph, Rush, and Wayne*

CLIENTS SERVED: *320*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Blue River Valley Area Vocational School, Central Nine Area Vocational School, New Castle Area Vocational School*

OVERVIEW:

This multi-county, multi-school agreement provided an innovative and unique approach to the problem of youth unemployment. It had the full cooperation of 22 school corporations, other community based organizations (CBOs), several employment security division (ESD) offices, and regional businesses and industries.

The participating area vocational schools and the Occupational Development Center (ODC), Interlocal Association, provided participants career exploration, skills training, counseling, guidance, job-seeking training, job-retention training, and school-readiness training within Youth Employment and Training Program (YETP) guidelines. Public and private sector jobs and academic credit were made available to participants.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

The area vocational school (AVS) director or local program administrator coordinated the in-school curriculum. The curriculum included programs in job seeking, job retention, career exploration, vocational skill development, and financial awareness. Its intent was to develop participants' employability and result in work experience.

Students were selected from area vocational schools and participating high schools. Of the estimated 300 participants, approximately 70% were 16 to 17-year-olds, 25% were 18 to 19-year-olds, and 5% were dropouts returning to school.

ACADEMIC CREDIT:

All participants who completed the AVS requirements of this program received academic credit at their home school. The extent to which the experience in public and private sector employment met pre-established standards determined the amount of academic credit awarded for employment. Approximately 90% of all participants received academic credit for their work experience.

PRIVATE SECTOR EMPLOYMENT:

Seventy-five of the estimated 300 participants received on-the-job training in private sector nonreimbursed positions. Twenty-five were placed in private sector reimbursed jobs. Employer selection was determined by participant need and past experience with employers.

The project coordinator was responsible for placement, and used all available resources, including the ESD office to place students. Placement of the participants was determined by age, classification within the school, and employment needs of the community.

PUBLIC SECTOR EMPLOYMENT:

Nearly two-thirds of all participants were placed in public sector jobs. On-the-job training procedures conformed to the systems used by the ESD and vocational schools. They remained relevant to needs of both students and employers. As in the private sector, the extent of on-the-job training was determined by the *Dictionary of Occupational Titles Code Conversion Table* provided by the ESD office.

EMPLOYMENT OPPORTUNITIES:

Students' likelihood of finding meaningful employment upon graduation was greatly increased by career exploration, employability plan development, job readiness, and work experience.

TRAINING OPPORTUNITIES:

Before the participant acquired on-the-job training (OJT), counseling services and career exploration assured that newly

acquired skills provided valuable work experience for future positions. Of course, proper completion of classroom requirements earned a school diploma.

SUPPORTIVE SERVICES:

Needy participants received cost reimbursement for child care and transportation until they received their first paycheck. Training cost assistance for uniforms and tools was also available. The coordinator conducted follow-up procedures at 30, 60, 90, and 150 days after job placement.

COORDINATION WITH EXISTING AGENCIES:

The ODC and the area vocational schools had ongoing linkages with the employability plan services program in each county, local schcol corporation, CBO, ESD office, youth organization, and business and indsutry through the Manpower Training Program. Over the last two years, input from these organizations has been improved and expanded by the operation and administration of YETP.

PROGRAMS SUPPLEMENTED:

Participating area vocational schools received subcontracts to hire staff, pay for desk-top supplies, and supplement the job readiness materials. Current school staff assisted the YETP staff. Non-YETP students benefited from the additional staff and materials.

UNIQUENESS:

The Interlocal Association's administrator of this YETP program arranged a unique contractual interaction among AVSs and the ODC. An exchange of approaches and ideas along with coordination of resources resulted in greater benefits to the client.

TITLE: OHIO VALLEY OPPORTUNITIES YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-002*

AGENCY FUNDED: *Ohio Valley Opportunities, Inc.*

CONTACT: *John Williams*
P.O. Box 753
Madison, IN 47250
(812) 273-4483

COUNTIES: *Dearborn, Decatur, Fayette, Floyd, Franklin, Jefferson, Jennings, Ohio, Ripley, Scott, and Switzerland*

CLIENTS SERVED: *331*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Austin High School, Batesville Community School Corp., Batesville High School, Brookville High School, Connersville Area Vocational School, Decatur County Community School Corp., Diagnostic and Training Center of the Madison Area Special Services Unit, Franklin County Community Corp., Greensburg Community Schools, Jac-Cen-Del High School, Jennings County High School, Laurel High School, Lawrenceburg Community School Corp., Madison Consolidated High School, Milan High School, North Decatur County Community School, Prosser Vocational Center, Rising Sun High School, Scottsburg High School, South Dearborn Community School Corp., South Decatur High School, South Ripley High School, Southeastern Indiana Vocational School, Southwestern High School, Sunman-Dearborn Community School Corp., Switzerland County High School*

OVERVIEW:

This multi-county Youth Employment and Training Program (YETP), administered by the Ohio Valley Opportunities staff (OVO), emphasized characteristics important to securing and holding employment. The local area vocational school (AVS), boys' and girls' clubs, the police department, local judges, attorneys, and probation officers cooperated. The program developed vocational interests, work ethic pride, and an appreciation of government and civic employment services. Career awareness classes improved job-readiness skills. Participants received academic credit and were placed in private and public sector jobs. Individualized services of this project helped participants develop self-motivation and an ability to perform tasks independently.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Youth coordinators worked with school counselors to provide guidance, career exploration, and job readiness. Thirty hours of career awareness classes were offered in participating schools. Exceptional children had mental health facilities available. One hundred fifty-four students enrolled in the program.

ACADEMIC CREDIT:

YETP participation occurred during regular school hours and most schools in the nine county area awarded credit to students.

PRIVATE SECTOR EMPLOYMENT:

On-the-job training (OJT) contracts in both private reimbursed and nonreimbursed sectors were difficult to acquire in this rural, high unemployment community.

PUBLIC SECTOR EMPLOYMENT:

Work sites were established at community organizations. Twenty-five participants were placed. With this additional help, the organizations broadened their services while giving students the opportunity to gain important work experience. Coordinators arranged time releases from schools to provide students a meaningful number of work site hours.

EMPLOYMENT OPPORTUNITIES:

YETP staff visited area employers to encourage placement of participants.

TRAINING OPPORTUNITIES:

Vocational training provided by the schools was supplemented by at least 30 hours of career-awareness training and, if necessary, job-readiness training. Further skills were learned on the work site as specified by the OJT contract.

SUPPORTIVE SERVICES:

YETP provided work items such as hard hats, shoes, and uniforms. Child care, medical aid, and transportation were

provided when no other alternatives existed. Work site specialists enhanced the relationship between participant and employer. YETP representatives were placed on participating schools' staffs to promote program activities and to refer needy students.

COORDINATION WITH EXISTING AGENCIES:

The YETP staff worked with Area J Occupational Development Center (ODC) staff, employment security division community based girls' and boys' organizations, AVSs, police departments, probation officers, attorneys, and judges.

Collaboration of these individuals and agencies provided more comprehensive service. The YETP advisory/advocacy committee expanded to include representatives from each of the nine project counties to best serve the needs of each locale.

PROGRAMS SUPPLEMENTED:

Non-YETP students benefited by participating in the career-awareness and job-readiness components of this program.

UNIQUENESS:

Serving clients as individuals developed characteristics important to securing employment. Services which met individual needs of the clients provided an awareness of the work ethic, pride in the quality of work, dependability, and the ability to perform tasks independently.

TITLE: AREA L OCCUPATIONAL DEVELOPMENT CENTER YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-003*

AGENCY FUNDED: *Vincennes University*

CONTACT: *Fred J. Eaton*
P.O. Box 887
Vincennes, IN 47591
(812) 885-5306

COUNTIES: *Daviess, Greene, Knox, Martin, and Sullivan*

CLIENTS SERVED: *410*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Barr-Reeve Community Schools, Inc., Bloomfield School District, Eastern Consolidated School District, Linton-Stockton School Corp., Logootee Community School Corp., MSD of Shakamak Schools, North Daviess Community Schools, North Knox School Corp., Northeast School Corp., Rivet High School, Shoals Community School Corp., South Knox School Corp., Southwest School Corp., Vincennes Community School Corp., Washington Catholic High School, Washington Community Schools, Washington-Stafford Consolidated Schools*

OVERVIEW:

This multi-county Youth Employment and Training Program (YETP) made strong use of private sector employment through on-the-job training (OJT) contracts. The program had the cooperation of local Comprehensive Employment and Training Act (CETA) agencies, local education agencies (LEAs), community based organizations (CBOs), employment security division (ESD) offices, youth organizations, and businesses and industries.

Eligible students found individualized training in career employment experience situations and in the vocational exploration program. An employability plan supplemented in-school curriculum. Academic credit was awarded by the LEAs according to individual agency standards.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

OJT, vocational exploration, work experience, and vocational training, augmented school curriculum. The 12-month

program was tailored to meet individual needs. Participants learned self-appraising, career exploring, cover letter and resume writing, job seeking, interviewing, and surviving skills.

The program served 298 participants 14 through 21, with roughly 50% in the 16 to 17 age bracket. They were unemployed, under-employed or in-school, and of the bottom 15% economic income level. The major responsibility for counseling rested with the YETP counselor. Other staff members consisted of a specialist, a generalist, a program manager, and counselors.

ACADEMIC CREDIT:

Each LEA awarded academic credit as they saw fit. Mixing project training activities with in-school curriculum achieved a training situation suitable for awarding academic credit.

PRIVATE SECTOR EMPLOYMENT:

The YETP staff made contracts with local employers and unions. Employment services and other agencies helped with referrals and classified ads were placed in newspapers. Thirty-two participants were placed in the private nonreimbursed sector while 45 were placed in the private reimbursed sector. Work sites were monitored on a bi-weekly basis. Duration of training was determined by the *Dictionary of Occupational Titles* and upon the level of training desired.

PUBLIC SECTOR EMPLOYMENT:

The number of participants placed in the public sector was 173. Job descriptions assessed clients' needs and structured duties and responsibilities accordingly. Youth specialists developed work sites by reviewing past program records and by coordinating on-site referrals with the Occupational Development Center Area L staff. Unless immediate employment opportunities existed, participants were placed in an occupation which required less than two weeks of pre-employment training.

EMPLOYMENT OPPORTUNITIES:

Because of limited opportunities in the public sector, the development of cooperation with business and industry was the main thrust of this project. YETP staff gave maximum assistance to employers to change job descriptions, job duties, and career ladders and enable the employer to hire and train the participant.

TRAINING OPPORTUNITIES:

This project offered OJT, vocational expioration, work experience, and vocational training in addition to in-school instruction.

SUPPORTIVE SERVICES:

Members of the assessment/employability plan team decided the clients' needs for supportive service. Services included (but not limited to); medical services, child care, meals, transportation, personal purchases, and emergency housing.

The Area L Employment and Training Staff, upon placement of clients in unsubsidized employment, conducted follow-up visits at 60 and 150 days.

COORDINATION WITH EXISTING AGENCIES:

Local CETA agencies, schools, CBOs, ESDs, youth organizations, businesses and industries, and chambers of commerce were utilized in the development of this project.

PROGRAMS SUPPLEMENTED:

Counseling was an integral part of the employability plan. Referrals for counseling were made to such agencies as mental health centers, vocational rehabilitation offices, retarded citizens associations, ESD offices, county welfare offices, county veterans' service offices, family planning agencies, and other agencies and individuals as needed. Non-YETP students found the transition to the job market somewhat easier with the local labor market exposed to the capabilities of young workers.

UNIQUENESS:

The benefits gained through vocational exploration, OJT, work experience, and unsubsidized employment provided a work history for participants' future job hunting. Counseling exposed the student to essential consumer skills, family planning skills, and career education requirements. Financial assistance allowed the economically disadvantaged youth to remain in school.

TITLE: COMMUNITY ACTION PROGRAM AND AREA E OCCUPATIONAL DEVELOPMENT CENTER YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-004*

AGENCY FUNDED: *Area E Occupational Development Center*

CONTACT: *Don A. Hallett*
P.O. Box 126
Covington, IN 47932
(317) 793-4881

COUNTIES: *Benton, Fountain, Montgomery, Parke, Vermillion, and Warren*

CLIENTS SERVED: *141*

FUNDING PERIOD: *7/30/79 to 5/30/80*

PARTICIPATING LEAs: *Attica High School, Benton Central High School, Covington High School, Crawfordsville High School, Fountain Central High School, Montezuma High School, North Montgomery High School, North Vermillion High School, Rockville High School, Rosedale High School, Seeger High School, South Montgomery High School, South Vermillion High School, Turkey Run High School*

OVERVIEW:

This multi-county Youth Employment and Training Program (YETP) emphasized the coordination of 13 school corporations relatively inexperienced in providing vocational education programs. The program offered both public and private sector employment. The project staff used the enrollment, training, counseling, and placement services of the Occupational Development Center (ODC) Title II B Program.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Aptitude tests, project handbooks, filmstrips, and speeches by professionals in the community were presented in three career information orientation and pre-employment sessions. These three-hour sessions were supervised by YETP personnel and coordinator/counselors from the 14 participating schools.

Students needing more preparation for the job market participated in the ODC Title II B job readiness program. This training included programs in job-seeking and retaining skills, communicating skills, resume building, writing letters of

application, and overcoming the problems of coping, absenteeism, and on-the-job interaction. Coordinator/counselors conducted bi-weekly counseling sessions for the first 30 days, then weekly counseling sessions for the next five months to minimize problems participants encountered in the placement phase of the program.

Approximately 94 to 100 students were served with school personnel playing an essential role in the selection of participants. Approximately 80% of the students served were those 16 to 17-years-old, 15% were 18 to 19, and 5% were 20 to 21. Five percent of all participants were dropouts.

ACADEMIC CREDIT:

None of the participating schools gave academic credit.

PRIVATE SECTOR EMPLOYMENT:

The job developer and the job director selected private sector employers by judging type, quality, and accessibility of work offered. On-the-Job training (OJT) contracts were signed by prospective employers. Approximately 46% of the positions offered to participants were in the private reimbursed category. Owners of nursing homes, gas stations, grocery stores, aviation maintenance shops, and implement stores participated in the program. Six percent of the participants were placed in private nonreimbursed positions.

PUBLIC SECTOR EMPLOYMENT:

Sixty-four percent of the participants were placed in public sector positions. Schools provided jobs in offices, bookstores, cafeterias, and libraries, and they offered positions for bus mechanics and janitors. As in the private sector jobs, coordinator/counselors followed-up the progress of participants to assure proper skills were learned and OJT standards maintained during the nine-month project period.

EMPLOYMENT OPPORTUNITIES:

Extensive counseling, aptitude testing, and skill training prepared students for a wide variety of employment.

TRAINING OPPORTUNITIES:

OJT taught participants marketable skills. Job descriptions, written by the employers, listed the skills necessary

to perform well in the job. The employer worked with the coordinator/counselors to assure that participants became proficient at the position within the nine-month span of the program. When a nine-month training period was not required, the training period was limited.

SUPPORTIVE SERVICES:

No supportive services were offered.

COORDINATION WITH EXISTING AGENCIES:

The ODC Title II B program offered a great deal of help with the job readiness program. Community action agencies helped by conducting mock interviews and simulating employment situations so participants knew what to expect from the real world of work. Schools provided facilities and job training sites. Employment services offered job market and placement information, and business and industry provided private sector job training sites. Youth organizations helped locate the needy and promote the benefits of the program. Youth/adult conservation corps, Work Incentive, Weatherization, Title VI, and Special Grants offered services. Community mental health and vocational rehabilitation facilities were available for participants with more extreme disadvantages.

PROGRAMS SUPPLEMENTED:

The services offered by this project were available to all interested students including non-YETP students. Those not normally reached by existing counseling services found help. Schools offered additional incentives, such as work experience, to encourage potential dropouts to continue their education. Offered such benefits, 97% of the potential dropouts targeted by school personnel chose to stay in school. Materials, ideas, and innovations used in this project were available to all other counseling services.

UNIQUENESS:

The program offered training in many aspects of employment and everyday living.

TITLE: COMMUNITY AND FAMILY SERVICES, INC. OCCUPATIONAL DEVELOPMENT CENTER AREA C YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-005*

AGENCY FUNDED: *Community and Family Services, Inc.*

CONTACT: *Barbara Street*
128 East Market Street
P.O. Box 377
Bluffton, IN 46714
(219) 824-1163

COUNTIES: *Huntington, Jay Randolph, and Wells*

CLIENTS SERVED: *74*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Bluffton-Harrison Jr. High School, Huntington County Community School Corp., Jay School Corp., Monroe Central School Corp., Northern Wells Community Schools, Randolph Central School Corp., Randolph Eastern School Corp., Randolph Southern School Corp., Southern Wells Community Schools*

OVERVIEW:

Community and Family Services, Inc. (CFS) operated this project year-round in Jay, Huntington, and Randolph Counties, with summer academic programs in Randolph and Wells Counties. School corporations cooperated in selecting participants who were potential dropouts or dropouts encouraged to return to class. The program was designed to meet needs on an individual basis to correct poor work habits and skills, and lack of career awareness. Summer programs awarded academic credit.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Each client was tested in areas of work habits, attitudes, skills, and career awareness. Counseling and training activities included job readiness, career exploration, work experience, and job shadowing.

Altogether, 59 clients were served by this project. Thirty-six clients were 16 to 17-years-old, 20 were 18 or over, and three dropouts were served. The Youth Employment and Training Program (YETP) provided year-round instruction and services.

ACADEMIC CREDIT:

In Huntington and Jay Counties, academic credit was not awarded. In Randolph County's summer program, two academic credits were granted for successful completion of 160 hours of classroom training in a selected career area. In the Wells County summer program, two academic credits per 180 hours of class-time training were granted.

PRIVATE SECTOR EMPLOYMENT:

Private sector employers were not utilized in this program.

PUBLIC SECTOR EMPLOYMENT:

Job placement in either private or public sector positions was not an objective of the summer programs. The year-round projects of Huntington, Jay, and Randolph Counties enrolled each client in an average of 15 hours of job shadowing. This phase of the program involved public sector employers only. Clients visited work sites to get a realistic idea of the work involved. Employers had an opportunity, in a non-stressful situation, to get to know the youth and assess his/her abilities without making the type of commitments of an interview situation. At least 34 clients fully participated in the job-shadowing program.

EMPLOYMENT OPPORTUNITIES:

During the year-round projects, the Occupational Development Center(ODC)staff made contacts with private, public, and not-for-profit employers to expand job shadowing and job readiness into actual placement opportunities. Job placements were in unsubsidized employment and the employment security division (ESD) helped with placement.

TRAINING OPPORTUNITIES:

Year-round programs provided work experience, job-shadowing, and job-readiness training and developed attitudes, habits, and skills for the world of work. General education development (GED) classes were offered to youth not enrolled in a conventional school program. The summer program in Randolph County provided 160 hours of classroom training in a selected career area plus 20 hours of job-readiness training. The summer program in Wells County involved 180 hours of selected classroom instruction with an additional 20 hours of job-readiness training.

Through testing, participants demonstrated improvements in work habits, skills, and career awareness.

SUPPORTIVE SERVICES:

Transportation allowances of up to three dollars a week were provided to participants.

COORDINATION WITH EXISTING AGENCIES:

CFS sponsored the Area C ODC and implemented a centralized intake system. Participating schools, mental health organizations, and probation offices helped with counseling. Recruitment of participants was coordinated by local education agencies and the ODC. Community based organizations and local ESD offices were provided with program information.

PROGRAMS SUPPLEMENTED:

GED training and testing was offered to dropouts. Programs motivated participants to acquire skills and complete high school, producing a positive image to non-YETP students. CFS handled referrals to all the programs it operated (e.g., YCCIP, Title II B, Demonstration Project, Title VI). The project staff worked closely with probation offices, the community action agency, and mental health organizations.

UNIQUENESS:

This program provided a viable alternative for those stuents unable to successfully function in a traditional classroom situation. Summer programs offered academic credit and "hands on" experience in job readiness and job shadowing.

TITLE: CONNERSVILLE AREA VOCATIONAL SCHOOL YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-006*

AGENCY FUNDED: *Connersville Area Vocational School*

CONTACT: *James S. Carpenter*
Student Employment Office
1000 Ranch Road
Connersville, IN 47331
(317) 825-4161

COUNTIES: *Fayette, Franklin, Rush, Union, and Western Wayne*

CLIENTS SERVED: *154*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Brookville High School, Cambridge City High School, Laurel High School, Rushville Consolidated High School, Union County High School*

OVERVIEW:

The multi-county program was designed to break down barriers to employment that many youth face. Within Youth Employment and Training Program (YETP) guidelines, the Connersville Area Vocational School served regular in-school students along with disadvantaged youth. The program provided employment experience, supportive services, and job market information. The school offered job placement services and academic credit was awarded to participants.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

After an orientation and assessment session, coordinators and job placement counselors taught participants a minimum of 20 hours of job-seeking and job-retention skills.

Of the 100 students served, 60% were 16 and 17-year-old juniors and seniors. Nearly 40% were 18 and 19-year-olds recommended by counselors. An estimated five percent were dropouts returning to school for their diploma. All participants met lower income requirements determined by the Comprehensive Employment and Training Act (CETA). Before job placement, participants were tested and evaluated by counselors for a period of at least six weeks.

ACADEMIC CREDIT:

Seniors received academic credit for work experience. Juniors did not receive credit unless work experience was acquired during release time from school and approved by the home school counselor. Summer participants earned two credits. During the school year, up to three credits were earned for a participant's work experience.

PRIVATE SECTOR EMPLOYMENT:

The job placement counselor and the coordinator were responsible for job placement. They located private sector jobs for seniors. Participants were placed in 20 nonreimbursed and 45 reimbursed private sector positions. Coordinators negotiated the contracts with prospective employers. Minimum wage was starting pay and the employer was expected to provide orientation to the firm. When the training had been successfully completed, the employer was required to hire the participant.

PUBLIC SECTOR EMPLOYMENT:

Coordinators placed juniors in public sector positions. Public sector work sites assessed abilities and interests of participants. Work sites providing good supervision and a wide variety of work experience were selected. All public work sites had training agreements and 35 participants were placed in the public sector. As in the private sector, placement accommodated participant career interest as much as possible. Public sector positions were arranged and monitored by coordinators to assure the proper training was acquired.

EMPLOYMENT OPPORTUNITIES:

Job placement counselors arranged on-the-job training (OJT) contracts with public and private employers. When the trainee had successfully completed training in the private sector, the contractor was required to hire the trainee. Computers were used to match students with job opportunities.

TRAINING OPPORTUNITIES:

To supplement classroom instruction, participants had a year-round program and OJT, as well as private and public work experience. Prejob training involved successful interviewing, communicating with supervisors and coworkers, honesty and dependability, and goal setting. Further services included career evaluation with input from employers.

SUPPORTIVE SERVICES:

Because of the rural area, transportation was provided to needy participants. Follow-up procedures abided by CETA regulations and were conducted on 30, 60, 90,and 150 days after placement.

COORDINATION WITH EXISTING AGENCIES:

The advisory committee provided linkages in the area. The committee consisted of directors of the local YMCA, employment security office, welfare office, boy's club, and the Dunn Mental Health Center. Also on the committee was the area vocational director, the principal of Cambridge High School, a probation officer, and two area employers. The program had the cooperation of the Area I Occupational Development Center director, and the local CETA offices.

PROGRAMS SUPPLEMENTED:

All unused employment opportunities developed by this program were referred to other students, including non-YETP. All materials and services were also available to these students.

UNIQUENESS:

This program coordinated existing services throughout the area and provided a wide range of alternatives to youth without the skills to function successfully in traditional programs. The work experience segment of the program provided participants enduring lessons of the world of work and prospects of future employment.

TITLE: NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-007*

AGENCY FUNDED: *New Albany-Floyd County Consolidated School Corporation*

CONTACT: *Richard Stith*
802 East Market Street
New Albany, IN 47150
(812) 945-2633

COUNTIES: *Floyd*

CLIENTS SERVED: *479*

FUNDING PERIOD: *10/11/79 to 9/30/80*

PARTICIPATING LEAs: *New Albany-Floyd County Consolidated School Corp., Prosser Vocational Center*

OVERVIEW:

The focal point for this single-county Youth Employment and Training Program (YETP) was the Prosser Area Vocational School in New Albany. Three distinct enrollment phases composed this program. Phase I was an eight-week occupational awareness training (OAT) session held during the summer at the Prosser Vocational Center. Phase II used student work experience, education, and training cooperative (SWEET) plan to place participants in public and private sector employment. Phase III provided supportive services of intensive career counseling and vocational and occupational information for those not qualified for Phase II. Students completing Phase II receive a maximum of three vocational credits per year.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Three hundred and forty disadvantaged students, mostly 14 to 16 were served. Up to 10 dropouts were served. Phase I consisted of eight weeks of OAT instruction at Prosser Vocational Center. During this time, all participants enrolled in four of nine occupational job clusters for a period of two weeks. Each cluster provided 44 hours of instruction in career areas such as art, design, communications, health, maintenance, construction, office, manufacturing, production, transportation, and sales and service. Job acquisition and retention skill training was also offered.

Twenty-five participants were selected from Floyd County in the 1980 Summer OAT Program during the first five weeks, and 13 did not return for the second semester. These participants attended three clusters of their choice and after being selected, spent the remaining two weeks in the OAT program component that consisted of 25 hours of pre-employment and job-readiness instruction.

With the resumption of school, Floyd County interdisciplinary cooperative education (ICE)-SWEET youth met with the teacher/coordinator for a one-hour job-related class each day and earned one unit of credit per year. They were employed a minimun of 15 or a maximum of 25 hours per week and earned two units of vocational credit per year.

The students not qualifying for Phase II though eligible for Phase I, were entered in Phase III. This program offered amplified counseling services on a year-round basis. Among services offered in Phase III were one-to-one counseling in career education, vocational opportunities and requirements, and assistance in securing unsubsidized part-time jobs.

ACADEMIC CREDIT:

Those participants enrolled in Phase II received a maximum of three vocational credits per year.

PRIVATE SECTOR EMPLOYMENT:

Approximately 80% to 90% of the 30 selected participants were placed in private sector nonreimbursed job sites. The remaining selected students spent at least one semester in training at subsidized private or public sector job sites. Project coordinators located job sites with consideration given to employer's accessibility, willingness to train, and likelihood of offering long-term employment. Nonreimbursed private sector positions were considered permanent and participants worked a minimum of 15 hours and a maximum of 25 hours per week. On-the-job training (OJT) was not a component of this program.

PUBLIC SECTOR EMPLOYMENT:

All public sector slots were viewed as transitional to private sector employment positions. The coordinator developed these jobs and participants secured the positions. As in the private sector, employers were responsible for all training. Entry into this phase was determined by success in the job preparation and job placement components.

EMPLOYMENT OPPORTUNITIES:

Employment opportunities existed in 20 to 30 public and private organizations and ranged from costodial maintenance, to office skills, to construction work. ICE and tax credit programs helped develop these positions.

TRAINING OPPORTUNITIES:

Use of the Prosser instructional staff and facilities as well as OJT at some subsidized work sites offered maximum training opportunities. Year-round contact with participants in all three program phases provided constant reinforcement of benefits.

SUPPORTIVE SERVICES:

For each student, $50 was available for clothing, medical, education, and emergency costs. Transportation was provided during the OAT phase and transitional training was fully subsidized. Coordinators made weekly visits to work sites and follow-up visits occurred at 30, 60, 90,and 150 days.

COORDINATION WITH EXISTING AGENCIES:

This project established linkages with school systems in four Indiana counties: Floyd, Clark, Harrison and Crawford. Organizations offering assistance were: vocational rehabilitation, employment security, New Albany Employment Services, family services, Red Cross, Floyd County Community Action Agency, Prosser Vocational Center, and the Area K Occupational Development Center (ODC).

PROGRAMS SUPPLEMENTED:

This program reached students not involved in the YETP program in their vocational school. The program entered the youth in vocational centers where school completion, career awareness, and decision making were emphasized. Employment opportunities were offered and attitudes of instructors and employers towards the economically disadvantaged were improved.

UNIQUENESS:

Unique aspects of this program were positive linkages with the ODC, community based education and employment of unmotivated and high risk students, and year-round contact with students in all three phases of the project. The program also enrolled younger students (14 to 16-year-olds) and increased their likelihood of staying in school.

TITLE: NORTH LAWRENCE COMMUNITY SCHOOLS YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-008*

AGENCY FUNDED: *North Lawrence Community Schools*

CONTACT: *Don Piper*
620 H Street
Bedford, IN 47421
(812) 279-3561

COUNTIES: *Jackson, Lawrence*

CLIENTS SERVED: *82*

FUNDING PERIOD: *10/1/79 to 8/8/80*

PARTICIPATING LEAs: *Brownstown Central Community School Corp., Medora High School, Mitchell Community Schools, North Lawrence Community Schools, Orleans Community Schools, Shoals Community School Corp.*

OVERVIEW:

This single-county Youth Employment and Training Program (YETP) serving Lawrence and Jackson counties in south central Indiana was sponsored by an area vocational school (AVS). The program offered training and employment opportunities in trade and industry, business and office, agriculture, health, and food occupations. Youth were enrolled in related instructional classes and received academic credit when authorized by the local school administration. Both private and public sector employment were offered.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

The major emphasis of this project was on employment and training in areas of agriculture, trade and industry, health, business and office, and food occupations. Students received instruction in personal finance, career opportunities, interviewing skills, job retention skills, and other instruction to prepare for work experience. Certified vocational coordinators/instructors supervised participants' work experiences in each area. Sixty percent of the 45 participants were 16 to 17-year-old in-school youth. The remainder were 18 to 19-year-old in-school youth. YETP income levels were used to determine eligibility of the participants.

ACADEMIC CREDIT:

Credit for work experience was available through traditional credit award channels. The program director assigned academic credit in accordance with the requirements of participating schools.

PRIVATE SECTOR EMPLOYMENT:

Students had access to on-the-job training (OJT) sites previously inaccessible due to minimum wage requirements. Twelve students were placed in private reimbursed sector positions compatible with the students' capabilities and interests. Placement efforts were coordinated with local business and industry and the Indiana Employment Security Division's Bedford Office.

PUBLIC SECTOR EMPLOYMENT:

Thirty-three participants were placed in public sector positions. The project staff assisted employers in solving youth employment problems concerning new job opportunities and changing job assignments. Public sector work stations were developed according to students' interests and secured through the cooperation of program coordinators, counselors, directors, and local community employers.

EMPLOYMENT OPPORTUNITIES:

Training in agriculture, trade and industry, health, business and office, and food occupations offered employment opportunities in the area.

TRAINING OPPORTUNITIES:

Participating schools offered 15 occupational training programs in areas such as machine trades,auto mechanics, auto body repair, welding, graphic arts, drafting, electronics, and building trades. In addition, each student received extensive counseling on marketability of his/her work experience. Occupational clusters were examined to present a full understanding of employment opportunities.

SUPPORTIVE SERVICES:

Guidance counselors distributed and discussed information related to career opportunities, successful work habits and attitudes, employment strategies, and personal finance. Follow-up studies of students placed at work sites were conducted in

accordance with Comprehensive Employment and Training Act regulations. Weekly coordination reports and training agreements adhered to State Board of Vocational and Technical Education rules.

COORDINATION WITH EXISTING AGENCIES:

Local agencies and individuals cooperating with this program were: Community Action Program, Area M Occupational Development Center, Indiana Employment Security Division, and school superintendents in Area 40 schools. The North Lawrence Area Vocational Center worked with a total of 16 advisory committees, one for each occupational area, and one vocational steering committee. The steering committee gave overall guidance, and the other committees provided technical information.

PROGRAMS SUPPLEMENTED:

The program afforded students an opportunity to put theories and principles learned in vocational or other secondary classes to work in OJT situations. This program also served to reenlist dropouts back into vocational programs and high schools. Consistent with the AVS concept, all YETP funds supplemented existing vocational programs.

UNIQUENESS:

The program allowed students an opportunity to enhance their self-concept through successful OJT experiences. Students were offered the opportunity to become productive members of their communities upon graduation from school.

TITLE: FOUR COUNTY AREA COOPERATIVE YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-009*

AGENCY FUNDED: *Four County Area Vocational Cooperative*

CONTACT: *Hal Vaughn*
Four County Area Vocational Cooperative
119 North Main Street, Box 310
Avilla, IN 46710
(219) 897-3527

COUNTIES: *Lagrange, Steuben*

CLIENTS SERVED: *17*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Fremont Community School Corp., Hamilton Community Schools, MSD of Steuben County, Prairie Heights Community School Corp.*

OVERVIEW:

The Four County Area Vocational Cooperative was the administrative center for the Youth Employment and Training Program (YETP) in Steuben County. Four schools participated. Career education resource centers offered services to all students supplemented by existing cooperative education programs. All participating students were placed in public sector jobs with some eventually finding employment in the private sector.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

The Four County Area Vocational Cooperative administered the program. Coordinators supervised at each school. Twelve in-school potential dropouts, 16 to 17 years of age, were selected and served. Individualized counseling and classroom activities provided career guidance, job-seeking skills, career interest tests, and specific training toward desired employment.

ACADEMIC CREDIT:

Academic credit was given whenever possible to those students enrolled in cooperative programs.

PRIVATE SECTOR EMPLOYMENT:

YETP and Interdisciplinary Cooperative Education (ICE) offered assistance in locating private sector employment. Students enrolled in these programs found increased employability when private sector positions opened. The program used public sector positions to prepare students for the private sector.

PUBLIC SECTOR EMPLOYMENT:

Schools, parks, libraries, and animal shelters provided job opportunities. Meaningful employment was located according to the interest of the clients.

EMPLOYMENT OPPORTUNITIES:

Public sector positions comprised the majority of employment opportunities as private sector positions were sought by the project staff. Schools, parks, libraries, and other government-funded facilities were utilized. Students were placed in positions of their career interest whenever possible.

TRAINING OPPORTUNITIES:

Students enrolled in vocational programs found a wide variety of career training opportunities available. Courses in agriculture, auto mechanics, printing, nursing, construction, and home economics were a few of the training areas.

SUPPORTIVE SERVICES:

School coordinators offered career testing, guidance, problem solving, job seeking, and work ethic skills. The YETP and ICE framework of training and employment opportunities extended into the summer.

COORDINATION WITH EXISTING AGENCIES:

The Four County Area Vocational Cooperative coordinated this YETP program. Participant school activities were also coordinated through the H. Wayne Consortium. Social agencies such as occupational development centers, social welfare, and of course, participating schools referred clients. A work experience counselor at each school offered help to participating students in solving problems and in planning careers.

PROGRAMS SUPPLEMENTED:

Student employment supplemented existing vocational programs. YETP students could also enroll in ICE or other work-experience programs in other schools.

UNIQUENESS:

Through this program, students became aware of the demands of meaningful employment, and of the opportunities of existing vocational programs. Potential dropouts stayed in school, and received effective counseling to plan their careers.

TITLE: PORTER COUNTY CAREER EDUCATION CENTER-PORTER COUNTY SCHOOLS YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT #: *S80-010*

AGENCY FUNDED: *Porter County Career Education Center-Porter County Schools*

CONTACT: *H. Stephen Hewlett*
501 Campbell
Valparaiso, IN 46383
(219) 464-2415

COUNTIES: *Porter*

CLIENTS SERVED: *17*

FUNDING PERIOD: *8/20/79 to 9/30/80*

PARTICIPATING LEAs: *Boone-Grove High School, Hebron High School, Kouts High School, Morgan Township High School, Valparaiso High School, Washington Township High School, Wheeler High School*

OVERVIEW:

In-school instruction helped students develop successful job attitudes, career values, and meaningful goals. The Porter County Career Education Cooperative administered the vocational programs and supportive services of the seven participating high schools throughout Porter County. This Youth Employment and Training Program (YETP) offered employment opportunities and academic credit to participants.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Thirty-six clients were served with 60% in the 16 to 17 age bracket. The project staff limited enrollment of 14 to 15-year-olds to only those of extreme hardship situations. The project staff, local school officials, and representatives of the occupational development center (ODC) selected participants. The placement coordinator organized a program of career development, job seeking, and occupational adjustment. The ODC and school counselors helped the participant identify skills and interests. From this information came a plan of individualized training. The vocational job coordinator worked with school personnel to allow participants half of the school day for work experience

placement. Each student was employed for no more than 40 hours and no less than 15 hours per week. Employment during the summer months was coordinated with the summer youth program conducted through the ODC area A. The local guidance staff coordinated career guidance. The vocational coordinator conducted group and individual sessions in the seven high schools.

ACADEMIC CREDIT:

Academic credit was awarded by the home school with a maximum of three credits per semester for those enrolled in the program.

PRIVATE SECTOR EMPLOYMENT:

The project staff, in cooperation with Indiana Employment Security Division (ESD) and other programs, found employment for participants. Seven were placed in private reimbursed positions and 13 in private nonreimbursed positions in agriculture, food service, custodial maintenance, auto service and sales. An additional 10 students were provided transitional services as a part of coordinated instruction with the juvenile courts. The vocational coordinator and local school teachers located private and public sector employers who cooperated in the program, supervised students, and monitored progress.

PUBLIC SECTOR EMPLOYMENT:

Sixteen participants were placed in public sector positions by the project staff. Participating school personnel assisted in locating both private and public sector employers who cooperated with the program.

EMPLOYMENT OPPORTUNITIES:

Interagency coordination among members of Comprehensive Employment and Training Act (CETA), ODC, ESD, and special education organizations provided adequate resources to locate private and public sector positions. Private sector employers were offered tax incentives and local schools served as public sector employment bases.

TRAINING OPPORTUNITIES:

Area vocational programs included in-school laboratory based training. YETP offered on-the-job training (OJT). Handicapped or disadvantaged persons received help from the Porter County Special Education Association.

SUPPORTIVE SERVICES:

Transportation was provided for participants. Inter-agency referrals supplemented individualized assessment and counseling. For students leaving or completing the program, follow-ups checked progress at 30, 60, 90, and 150 days after placement.

COORDINATION WITH EXISTING AGENCIES:

The Porter County Vocational Cooperative coordinated services of local schools, the ODC, the Porter County Association for Retarded Citizens, the Porter County juvenile programs, the Porter County special education cooperative, and the youth service bureau.

PROGRAMS SUPPLEMENTED:

The project staff worked closely with the ODC in determining participants' eligibility for all forms of assistance, for employment referrals, and toward re-enrollment in school. The youth service bureau, Boy's Club, YMCA, and juvenile courts, were helped by the program's continued and concentrated efforts to make productive citizens of disadvantaged youth.

UNIQUENESS:

This alternative vocational education program for economically disadvantaged youth enabled classroom experiences to become meaningful by offering employment experience. Students related the reality of the work world to the necessity for proper training. The opportunity to participate in a vocational program closely related to career interest developed concepts, skills, and habits necessary to succeed in the work place.

TITLE: WAYNE COUNTY OPPORTUNITIES INDUSTRIALIZATION CENTER YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-011*

AGENCY FUNDED: *Wayne County Opportunities Industrialization Center, Inc.*

CONTACT: *Sue Purtee*
701 North 13th Street
P.O. Box 1859
Richmond, IN 47374
(317) 966-8134

COUNTIES: *Wayne*

CLIENTS SERVED: *71*

FUNDING PERIOD: *9/10/79 to 9/9/80*

PARTICIPATING LEAs: *Richmond Community School Corp., Richmond Senior High School*

OVERVIEW:

The Wayne County Opportunities Industrialization Center (OIC) embarked on a three-way venture with Richmond Community Schools and regional occupational development centers (ODC) to meet the needs of disadvantaged students in the area. This Youth Employment and Training Program (YETP) emphasized training to supplement the high school diploma. Students developed skills, goals, and responsibilities. The program offered job placement and academic credit for work experience.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Job readiness classes taught job seeking, job retention, career exploration, vocational skill development, and personal and financial awareness. In addition to placement in desired classes, tutoring assured that high school graduation requirements were met. Richmond High Schools directed referrals to this program to the youth services coordinator. All students participating in this program were Comprehensive Employment and Training Act (CETA) eligible. Of the participant total, a minimum of 60% were 16 or 17-year-old in-school youth. A maximum of 40% of the participants were 17 to 19-year-old in-school youth. Five percent of the overall total were dropouts 16 to 19. Selected potential dropout 15-year-olds were served upon State Board of Vocational and Technical Education approval.

ACADEMIC CREDIT:

All participants who completed requirements of the schools' Interdisciplinary Cooperative Education (ICE) programs earned high school credit. All participants received high school credit for their work experience.

PRIVATE SECTOR EMPLOYMENT:

Private sector employers operated light manufacturing industries and service businesses such as restaurants and health care facilities. Work experience was scheduled during or after school hours and did not conflict with graduation requirements. Participants were placed in three private sector nonreimbursed, and 12 private sector reimbursed positions. Training contracts continued for one year or to the satisfaction of all parties involved. Youth training and youth service coordinators developed on-the-job training (OJT) sites. Selection of employers was based on the participant's career plans and training program. The project staff encouraged the contractor to hire the trainee as an employee when a position became available.

PUBLIC SECTOR EMPLOYMENT:

Public sector employers met similar criteria of private sector employers. City and county agencies and the local state hospital offered positions to students. Participants filled 15 public sector positions. Placement was the responsibility of the youth services coordinator, with parental consent.

EMPLOYMENT OPPORTUNITIES:

Positions were available in city or county offices, light manufacturing industries, and service businesses. Placement of clients averaged 80 to 100%.

TRAINING OPPORTUNITIES:

The job readiness component of the program provided students with the skills and information necessary to seek and keep employment that matched their goals and needs. Tutoring and client services helped students progress in regular school classes.

SUPPORTIVE SERVICES:

Emergency child care cost was available on a reimbursement basis until receipt of the first paycheck. Emergency or

temporary transportation to work sites was provided as were medical care and special work clothes. The services coordinator worked with the student's home environment to establish support for the student's endeavor. The youth training coordinator monitored work sites on a weekly basis.

COORDINATION WITH EXISTING AGENCIES:

The Wayne County OIC, sponsored this project. Students at Richmond High School were certified Comprehensive Employment and Training Act eligible by the ODC, with input from the school administration office. The training coordinator worked with Indiana Employment Security Division for job referrals. The Richmond High School Vocational Education Coordinator and OIC program coordinator established information linkages with local chambers of commerce, businesses and industries, service clubs, management clubs, and the personnel directors' club.

PROGRAMS SUPPLEMENTED:

Non-YETP students received benefits from the presence of this program. When class sections of the job-readiness component were not filled by YETP students, enrollment offerings were made to non-YETP students. The youth services coordinator and the youth training coordinator served as resource persons for non-YETP students. School personnel benefited from this program by the presence of further educational alternatives.

UNIQUENESS:

The services of three existing agencies were combined to address a recognized need. The students' training was designed to aid in the achievement of goals. School credit was given for on-the-job training, job-readiness training, and skills training.

TITLE: UPPER WABASH VOCATIONAL SCHOOL YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-012*

AGENCY FUNDED: *Upper Wabash Vocational School*

CONTACT: *F. C. Morrison*
Box 606
Wabash, IN 46992
(219) 563-7481

COUNTIES: *Miami and Wabash*

CLIENTS SERVED: *99*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Upper Wabash Vocational School*

OVERVIEW:

Personnel from community services, Indiana Employment Security Division (ESD), and Comprehensive Employment and Training Act (CETA) worked with the administration of the Upper Wabash Vocational School on this Youth Employment and Training Program (YETP). Experienced guidance counselors helped students make educated career choices. Students chose from 16 different programs ranging from beauty culture to welding. Employment opportunities were offered as well as academic credits for work experience.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

The coordinator selected prospective participants primarily on the basis of age and need. Approximately 50 clients were served, 60% of whom were 16 to 17-year-old in-school youth. Also considered were 17 to 19-year-olds. A job-readiness component, implemented through the area occupational development center (ODC) offered career information and guidance. Qualified counselors and coordinators used career information from local guidance offices to form one-to-one relationships with students. Participating schools offered curriculum units to stress the importance of education and good work habits. The students' preparation for job applications and job interviews was handled by the coordinators. Participants acquired actual job skills at the work site through trail and error. This method enabled students to attain a length of tenure on the job.

ACADEMIC CREDIT:

Based on a 20-hour week during school year and a 40-hour week during summer, the program offered two credits for the 10-week summer program and three credits for the regular semester program. Approval by each local school administration was required.

PRIVATE SECTOR EMPLOYMENT:

The coordinator selected prospective employers who provided supervision, meaningful work experience, and cooperation with YETP.

Ten jobs targeted for the project area were in the private nonreimbursed sector. Coordinators arranged interviews and determined the duration of on-the-job training (OJT). Efforts were aimed at placing participants in positions that offered long-term employment and advancement into higher skilled, better paying jobs. Local vocational and employment agencies assisted in locating employers and placing participants.

PUBLIC SECTOR EMPLOYMENT:

Eligible students filled 40 positions in the public sector. Thirty of these positions were reserved for 16 to 17-year-olds, and the remaining 10 positions were held for 17 to 19-year-old participants. As in the private sector, project coordinators made placement arrangements and supervised participants' progress. Public sector jobs contributed to the students' remaining in school.

EMPLOYMENT OPPORTUNITIES:

Employer cooperation led to opportunities in both public and private sectors. Upon completion of the program, every participant who still wanted work was assisted by the coordinators in finding employment in the private sector. Close cooperation between YETP and local ESD offices helped find these jobs.

TRAINING OPPORTUNITIES:

Participants learned the proper attitudes as well as the necessary skills to acquire and hold a job. Job training, the most valuable aspect of the program, provided upward mobility to the client by offering the full range of work site experience from labor to management.

SUPPORTIVE SERVICES:

The local YETP office set aside funds to help any client in need of protective clothing, baby-sitting services, medical attention, transportation, or any other service to help maintain a permanent job. Formal follow-ups were conducted at 30, 60, 90, and 150 days.

COORDINATION WITH EXISTING AGENCIES:

The local ESD offices, Summer Program for the Education and Development of Youth (SPEDY), and chambers of commerce referred potential employers and assisted participants. Cooperation with ODC, CETA, and school superintendents helped considerably. Interchange of clients with SPEDY offered the best possible programs.

PROGRAMS SUPPLEMENTED:

This YETP program offered needed academic credit to those who might not otherwise graduate. Any interested participant with a successful work experience record was guided into full-time enrollment at the Upper Wabash Vocational School. These programs were also used as a proving ground for curriculum offered at the Upper Wabash Community College. The benefit to non-YETP students was the example set by their peers who earned a paycheck while earning school credit and who graduated with a marketable skill and a strong work history. With the influx of YETP funds, school principals were happy to get book rentals, lab fees, and shop fees paid on time and in full.

UNIQUENESS:

With a success rate of nearly 90%, the dropout rate decreased in Wabash and Miami Counties. Work experience provided the student a more realistic assessment of life after graduation. Brochures helped spread news of the success of this project throughout business and education establishments and furthered support for this project and others like it.

TITLE: OAK HILL UNITED SCHOOL CORPORATION YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-015*

AGENCY FUNDED: *Oak Hill United School Corporation*

CONTACT: *Statia Langford*
R.R. #1, Box 525
Converse, IN 46919
(317) 922-7956

COUNTIES: *Miami*

CLIENTS SERVED: *21*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Oak Hill United School Corp.*

OVERVIEW:

Occupational training in a student-centered approach was the objective of the Oak Hill Youth Employment and Training Program (YETP). Students increased vocational and academic achievement through work experience and related classroom instruction. This program also served handicapped and special needs students as well as potential dropouts. Students were placed in private and public sector jobs and academic credit was awarded for job orientation. A booklet explaining the program and its benefits was made available.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

This project offered occupational training opportunities to students not succeeding in present academic endeavors. Surveys conducted in participating junior and senior high schools helped locate economically disadvantaged students, potential dropouts, or those with little interest in schools' traditional offerings. Students received orientation in programs such as occupational and educational information. They also received career counseling, career exploration, job placement, and help in making the transition from school to work. All students received assistance in combating sex and race stereotyping.

Twenty participants were served, 17 of whom were in the 16 to 17 age bracket. One 15-year-old, one over 18, and one dropout were served.

ACADEMIC CREDIT:

Participants in the job orientation segment of the program received academic credit. Classwork, field trips, and film presentations highlighted the activities of this segment.

PRIVATE SECTOR EMPLOYMENT:

The project director located 23 private sector nonreimbursed, and 10 private sector reimbursed positions. Oak Hill is a small community and the positions were located in a canning factory, food markets, and service stations. Each student was placed in the most preferable job site. The occupational education coordinator introduced participants to the employers. The duration of training depended on the needs of the student and the extent of funding.

PUBLIC SECTOR EMPLOYMENT:

The ten public sector jobs located within the community were clerical, teacher's aide, and janitorial positions. The school was the employer and paid the student every two weeks.

EMPLOYMENT OPPORTUNITIES:

The project director used local and county employment agencies to find jobs for students. Several students were placed in factories, in clerical positions, as teacher's aides, and in janitorial service.

TRAINING OPPORTUNITIES:

Students received supportive services and training during the summer jobs and on into the school year. Expanded training helped students develop confidence in their abilities to perform a job well. Students learned to deal with employers and workers, acquire good job retention skills, and assume responsibility.

SUPPORTIVE SERVICES:

The employment plan provided lasting jobs. Students were responsible for transportation unless it became necessary to transfer to another job site. All medical expenses were the responsibility of the student unless injury was incurred on the job site. Periodic evaluation of students' progress was followed-up daily, weekly, and monthly as needed.

COORDINATION WITH EXISTING AGENCIES:

Resources, organizations, and agencies used to help identify participants and provide for their needs were; local advisory committees, Indiana Employment Security Division, YMCA, YWCA, Pal Club, Girl Scouts and Boy Scouts, Family Services, Marion College, and Grant-Blackford Mental Health Center. Other services were provided by: Occupational Development Centers of Grant and Howard Counties, Lions Clubs, welfare agencies, Crippled Children, and vocational rehabilitation organizations.

PROGRAMS SUPPLEMENTED:

This program expanded options for vocational skills learning far beyond those of previously offered programs. Paid job experience increased participants' incentives to learn and earn. Existing programs were supplemented by the addition of counseling services, learning activities, and employment opportunities.

UNIQUENESS:

The YETP student worked with administrators and other school personnel as a wage earner. This not only helped the school, but helped the student develop a mature attitude towards self-confidence and responsibility.

TITLE: EL-TIP-WA AREA VOCATIONAL SCHOOL YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-016*

AGENCY FUNDED: *El-Tip-Wa Area Vocational School*

CONTACT: *Don A. Grostefon*
721 North Sixth Street
Logansport, IN 46947
(219) 722-3811

COUNTIES: *Cass, Fulton, Pulaski*

CLIENTS SERVED: *70*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Caston High School, Kewanna High School, Lewis-Cass High School, Logansport Community High School, Pioneer High School, Winamac Community High School*

OVERVIEW:

The El-Tip-Wa Youth Employment and Training Program (YETP) emphasized the development of skills and employability of disadvantaged youth. The program pooled the resources of each agency involved - the youth service bureau, occupational development center (ODC), public schools, and area vocational schools (AVS) - to provide the best possible services to participants. Career development centers helped locate employers. Participants learned job seeking, letter and application writing, interviewing, and communicating. Public and private sector employers offered employment to participants. Academic credit was also offered for work experience.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

The project offered career counseling to students, graduates, and dropouts. Students attended a one-hour class every week to develop job-seeking skills. Counseling and career information were available at this time. Job-seeking skills included application and interviewing skills, plus appearance and attendance. Classes were kept small so students could receive individualized counseling and instruction. Career information was available at the YETP office and at the vocational school. The YETP coordinator and the vocational school counselor offered career counseling. The project served approximately 50 students, 45 of whom were 16 to 17-years-old and five over 18.

ACADEMIC CREDIT:

Students enrolled in the program were Comprehensive Employment and Training Act eligible. They were placed in part-time jobs and received high school credit when in need of it.

PRIVATE SECTOR EMPLOYMENT:

Private sector employers were made aware of this YETP through written information and personal contact by the YETP coordinator. Five nonreimbursed positions were taken by students.

PUBLIC SECTOR EMPLOYMENT:

A coordinated effort between the employer and the YETP supervisor gave the student work experience relevent to job interests. YETP staff placed 45 students in temporary, part-time employment positions in the public sector.

EMPLOYMENT OPPORTUNITIES:

The employment position opportunities included: food services, secretarial, receptionist, custodial, child care, sales clerk, and hospital aides.

TRAINING OPPORTUNITIES:

Students had a once-a-week YETP class which coordinated with on-the-job training (OJT). OJT teaches job site skills (e.g., answer telephone properly, care for a hosptial patient, operate cash register), while the class teaches job readiness (e.g., interviews, job application, attendance, appearance).

SUPPORTIVE SERVICES:

No supportive services were offered.

COORDINATION WITH EXISTING AGENCIES:

The local ODC referred students who may be eligible for the program. The ODC also helped with selection of career materials. The Indiana Employment Security Division forwarded eligible students, and served as a career resource center for students. The Youth Service Bureau coordinated efforts with YETP to help students in need of work experience.

PROGRAMS SUPPLEMENTED:

This program provided work experience for all students in the vocational school. Those students who did not qualify because they were in the upper 85% income level, were notifed when a job appeared in the private sector that YETP participants could not fill.

UNIQUENESS:

The most important aspect of this YETP was dealing with youth who never learned basic job-readiness skills. These students learned how to fill out a job application and interview for a job. The project guided them through their jobs, and built more reliable employees.

TITLE: FRANKFORT COMMUNITY SCHOOLS YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-017*

AGENCY FUNDED: *Frankfort Community Schools*

CONTACT: *John Bloom*
50 South Maish Road
Frankfort, IN 46041
(317) 654-5585

COUNTIES: *Clinton*

CLIENTS SERVED: *21*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Clinton Prairie School Corp., Frankfort Community Schools*

OVERVIEW:

Frankfort Community Schools operated this Youth Employment and Training Program (YETP) with a philosophy of retaining potential dropouts and re-enrolling those who had dropped-out of high school. Counseling, job placement, work experience, and related classroom instruction were offered and participants also received graduation assistance. Frankfort Community Schools and Clinton Prairie Schools were a part of the district vocational cooperative which provided on-the-job training programs in; business education, home economics related occupations (HERO), building trades, and interdisciplinary cooperative education (ICE). Participants in this project received public and private sector employment and academic credit for related classroom instruction.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

The program's classroom segment taught participants job-seeking and retention skills, personal finance and health management, and career objective development. All participants met financial hardship standards required by law for entry into the program. The project served 15 clients, mostly 16 to 17-years-olds. However, 15-year-olds and those 18 and over were not excluded if they met eligibility requirements. Two 15-year-olds, three 18 or over, and two dropouts were served. Nearly 10% of the dropouts in this project area returned to school.

ACADEMIC CREDIT:

Based on similar work-study programs at Frankfort Senior High School, students were awarded up to three credits per semester. A credit was awarded to students who adequately researched a chosen career using library materials.

PRIVATE SECTOR EMPLOYMENT:

The program coordinator developed work schedules for students participating in the program and matched students with jobs accommodating their interests and skills. Four private nonreimbursed positions were filled. Employers supervised and trained participants. Work days were no longer than four hours. The length of employment and training lasted four to six weeks, depending upon the needs of students and employers.

PUBLIC SECTOR EMPLOYMENT:

Though many of these jobs offered training beyond basic skills, most public sector jobs were of a custodial nature. Eleven participants were placed in the public sector, working no more than three hours per day. As in the private sector, the program coordinator screened applicants and the occupational development center (ODC) assisted in placement. The training period lasted four to six weeks.

EMPLOYMENT OPPORTUNITIES:

The project staff arranged employment positions in accordance with classroom duties. Participants were paid minimum wage for a maximum program duration of nine months. Custodial and teacher's aide jobs were a few of the positions offered.

TRAINING OPPORTUNITIES:

Work sites offered training for future careers. Preplacement training included; locating employment, applying for the job, interviewing techniques, setting goals, and dealing with consumer problems and job safety.

SUPPORTIVE SERVICES:

The project did not provide financial assistance for child care, transportation, or medical problems. However, the coordinator sought assistance from individuals and organizations in

the community when these needs arose. The job coordinator followed-up placements at 30, 60, 90, and 150 days.

COORDINATION WITH EXISTING AGENCIES:

To locate employers, the director/coordinator used a number of resources in the Frankfort area including; Indiana Employment Security Division, occupational development center, school superintendent, board of school trustees, and area vocational board of directors. Other individuals and agencies participating in the program included; shelter workshops, probation officers, welfare departments, and the local mental health center, police department, and circuit judge.

PROGRAMS SUPPLEMENTED:

The community schools of Frankfort and Clinton Prairie were part of the district vocational cooperative with on-the-job training programs in business, education, HERO, building trades, and ICE. This YETP program, however, provided training in other areas for students who qualified but were not interested in the existing vocational offerings. These same options were available to all potential participants in YETP who had no interest in traditional programs.

UNIQUENESS:

This program provided youth an experience of profitable cooperation. Each individual was given responsibilities important to the total picture and earned academic credit as well as income. Some training areas were more goal oriented than others, but all areas served to improve participants' skills.

TITLE: CLARK COUNTY COMMUNITY ACTION AGENCY YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-018*

AGENCY FUNDED: *Clark County Community Action Agency*

CONTACT: *Jerry L. Stephenson*
Clark County Community Action Agency, Inc.
P.O. Box 843
Jeffersonville, IN 47130
(812) 288-6451

COUNTIES: *Clark*

CLIENTS SERVED: *133*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Borden High School, Charlestown High School, Corden Porter Career Center, Greater Clark County School Corp., Henryville High School, Jeffersonville High School, New Washington High School, Providence High School, Silver Creek High School, West Clark Community School Corp.*

OVERVIEW:

Participants received intense orientation and assessment from the Youth Employment and Training Program (YETP) staff. Related classroom instruction at the Corden Porter Career Center and on-the-job training (OJT) at public and private sector work sites helped participants define career goals and acquire necessary job-seeking skills. Some of the private sector positions offered by this project became permanent jobs. Academic credit was provided to eligible students based on the requirements of the local school.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Each client received a minimum three-week orientation on YETP services, counseling, and testing. The project staff identified barriers to employment and formed training plans to fit the needs of each student. The Singer Picture Interest Screening test was used to help identify students' interests. The program served 85 Clark County economically disadvantaged youth by providing employment and training in public and private

sector jobs. Participants were certified program eligible by participating school corporations and Comprehensive Employment and Training Act eligible by the YETP staff. Sixty percent of the participants were 16 to 17-year-olds and the remainder were 17 to 19-year-olds, of whom five percent were dropouts returning to school. With the possibility of participants leaving the project, either positively or negatively, an enrollment of 150 students was projected.

ACADEMIC CREDIT:

School corporations offered academic credit to students enrolled in YETP for both classroom and work experience.

PRIVATE SECTOR EMPLOYMENT:

Fifteen employers in areas of sales, food service, office work, electrical service, and auto repair offered jobs to participants. Twenty private sector positions were filled with 30% as permanent. The others generally lasted the full 49-week training period, depending upon the difficulty of the skill learned. Employers trained participants under terms of the OJT contracts, and the project staff monitored participants' progress through a follow-up process. The work-study coordinator recruited interested employers who met program qualifications. The work-study coordinator also coordinated placement by arranging interviews, writing OJT contracts with employers, and providing supervisory assistance to employers.

PUBLIC SECTOR EMPLOYMENT:

All participants were placed in the public sector until private sector employment could be secured. The work-study coordinator made necessary placement arrangements that suited students' vocational interests, provided adequate supervision, and assured adherence to all rules and regulations pertaining to youth employment.

EMPLOYMENT OPPORTUNITIES:

When all the goals of training were met, a student was "job ready". A 30% placement rate was achieved by the work-study coordinator.

TRAINING OPPORTUNITIES:

Acceptable work habits and job-seeking skills were offered at career employment experience work sites. Occupational

training included restaurant management, auto repair, clerical skills, social work, library assistance, child care, industrial welding, medical service, and office filing and shipping. School schedule adjustments allowed a student to earn the income to pay for further academic or vocational training.

SUPPORTIVE SERVICES:

Project-funded transportation took students to classrooms and work sites until they were able to furnish their own rides. Emergency child care, health, and medical expenses were also provided. Client follow-ups were conducted on a bi-weekly basis throughout the duration of on-site training.

COORDINATION WITH EXISTING AGENCIES:

Clark County Community Action Agency (CCCAA), Inc. was the administrating body of the Area K Occupational Development Center (ODC) which operated this project. The CCCAA and its ODC utilized their linkage system for input from superintendents, principals, counselors, and teachers of three Clark County School Corporations. Referrals were made to other employment and training resources by the ODC to the Youth Committee of the NAACP, the Indiana Employment Security Division office on OJT and placement procedures, the participants in the summer program for economically disadvantaged youth, and several employers.

PROGRAMS SUPPLEMENTED:

Through training and placement this project enhanced services of area vocational schools. Students became financially able to attend a vocational school with the income earned through the career employment experience or OJT training this project offered.

UNIQUENESS:

The most unique part of this project was the evaluation tool. Students quickly learned whether or not their abilities matched their ambitions so that changes could be made to assure students a marketable skill upon graduation.

TITLE: KOKOMO OPPORTUNITIES INDUSTRIALIZATION CENTER AND MARION COMMUNITY SCHOOLS YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-019*

AGENCY FUNDED: *Kokomo Opportunities Indistrialization Center, Inc., and Marion Community Schools*

CONTACT: *Bill Henry*
Kokomo OIC
325½ North Main Street
Kokomo, IN 46901
(317) 395-7300

COUNTIES: *Grant and Miami*

CLIENTS SERVED: *118*

FUNDING PERIOD: *10/1/79 to 9/30/80*

PARTICIPATING LEAs: *Eastbrook Community School Corp., Madison-Grant United School Corp., Marion Community Schools, Mississinewa Community School Corp., Oak Hill United School Corp.*

OVERVIEW:

This Youth Employment and Training Program (YETP) combined Comprehensive Employment and Training Act services with existing cooperative education programs of the Tucker Area Career Center in Grant County. Job coaching was an ongoing part of the activities during the placement portion of the program. Participants were placed in both private and public sector employment and received academic credit for completing requirements of the program.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

This project offered participants career education, one-to-one counseling, junior counseling, job-readiness training, and motivational training in addition to services of the participating schools. These services included recruiting and enrolling all eligible youth in the program and matching youth needs with available resources. Students were selected on basis of age and income according to State Board of Vocational and Technical Education rules. Eighty participants were chosen with the majority in the 16 to 17 age group. Ten 18 to 19-year-olds were selected as were the same number of 15-year-olds. Four of the participants were dropouts.

ACADEMIC CREDIT:

Participants received academic credit for completing project requirements. Academic credit was proposed for the summer activities this project offered.

PRIVATE SECTOR EMPLOYMENT:

Both the Kokomo Opportunities Industrialization Center (OIC) and Marion Community Schools established ties with business and industry to provide employment for participants. One half, or 40 of the training sites for YETP participants were with private sector employers.

PUBLIC SECTOR EMPLOYMENT:

Forty sites in the public reimbursed sector provided part-time employment for participants. These work sites were non-profit agencies that adhered to training agreements used in all cooperative education programs.

EMPLOYMENT OPPORTUNITIES:

The project's placement service developed relationships with business and industry to place 16 graduating participants in full-time unsubsidized positions. A placement specialist visited businesses and industries and secured openings by making employers aware of the benefits of the program. Participants whose career goals were suitable for such positions were notified for possible placement.

TRAINING OPPORTUNITIES:

The training offered by this project was similar to programs that award academic credit. Activities and services provided by participating schools included; accredited classroom training, on-site skills training, and public educational guidance. Close coordination between the Kokomo OIC and cooperating local education agencies (LEAs) resulted in the best available resources for participants.

SUPPORTIVE SERVICES:

Participants received financial aid in areas of transportation, health, and child care. Project funds also helped participants overcome barriers to the successful completion of

educational and vocational goals. Vital support was offered by YETP vocational specialists to prevent student self-termination because of personal or family problems. Follow-up services for work-site placed youth were conducted at 30, 60, 90, and 150 days. The staff used job-placement services such as the Kokomo OIC, Indiana Employment Security Division (ESD), and LEAs.

COORDINATION WITH EXISTING AGENCIES:

The project established linkages with; Madison-Grant School Corp., Oak Hill United School Corp., Marion Community Schools, Mississenewa Community Schools, and Eastbrook Community Schools. Community based organizations which offered support were; Marion Urban League, Marion Southern Christian Leadership Council, Allen Day Care, Big Brother, YMCA, YWCA, Grant-Blackford Mental Health Center, Family Services Society, the Marion Four Cs, ESD branches, and business and industry. The project staff utilized all existing services to meet the needs of the disadvantaged.

PROGRAMS SUPPLEMENTED:

The project supplemented participating LEAs with additional personnel to help both faculty and students. The program provided direct services to youth who because of age, had not been receiving these services. The referral and service capacity of this project enhanced the objectives the Seasonal Farmworker Service Center, Indiana Vocational Rehabilitation Services, and the work incentive program of the welfare department.

UNIQUENESS:

The uniqueness of this YETP approach was blending the vocational training expertise of the area vocational school with the delivery services of the Kokomo OIC. Prior to this project, disadvantaged youth 16 to 17 years of age had not received goal assistance.

TITLE: KOKOMO AREA VOCATIONAL SCHOOL YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-021*

AGENCY FUNDED: *Kokomo Area Vocational School*

CONTACT: *Roberta Wehmeier*
100 West Lincoln Road
Kokomo, IN 46901
(317) 453-5400

COUNTIES: *Howard, parts of Miami, and Tipton*

CLIENTS SERVED: *89*

FUNDING PERIOD: *10/79 to 9/30/80*

PARTICIPATING LEAs: Eastern High School, Haworth High School, Kokomo High School, Maconaquah High School, Northwestern High School, Taylor High School, Tri Central High School, Western High School

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OVERVIEW:

Youth Employment and Training Program (YETP) participants were placed in expanded cooperative education programs and in-school vocational programs according to their career goals. Special counseling time was offered as were evening high school courses to help with graduation. Some students participated in work experience after school and also in the General Education Development preparation program. Work-site training followed Comprehensive Employment and Training Act guidelines and participants received both public and private sector employment. Participants received academic credit for cooperative education and for work experience.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

Vocational counseling using interest surveys was provided to all eligible students individually, or in classroom situations. A mini-course conducted in vocational classes and for individual students offered job procurement information. YETP students enrolled in regular cooperative education programs and in-school vocational programs according to career goals. Counselors helped identify, recruit, and provide counseling to 90 eligible youth. First priority were 16 and 17-year-old youth, both in and out of school. Seventy participants came

from this age group. Five 15-year-olds were served as were 15 persons 18 or over. Of all 90 participants, 15 were dropouts.

The services provided to YETP participants included career testing, guidance, and one-to-one and group counseling. Regular cooperative education programs included job-getting and keeping skills and attitude training. Supervision in class and on-the-job was provided by a qualified professional. The co-op related class curriculum included discussion of students' daily training stations, personality development, human relations, work habits, money management, and other work-related topics. Area administrators and counselors kept fully informed on the YETP program and the students who were participating.

ACADEMIC CREDIT:

YETP students in regular vocational cooperative programs received academic credit for their work experience. Students participating in after school work experience programs were not awarded academic credit.

PRIVATE SECTOR EMPLOYMENT:

A vocational placement counselor communicated with local business and industry concerning employment of students. Private sector employers learned of job-tax credits. Students in the cooperative program worked a minimum of 15 hours per week during the school year and 20 hours per week during the summer in accordance with the rules and other guidelines in the State Superintendent's Handbook. Sixty students were placed in private sector nonreimbursed positions. Selection of employers participating in the on-the-job training promotion of the cooperative education program was the responsibility of co-op teachers with input from the vocational director, counselors, and advisory committee members. Placement of students on a training station was the responsibility of the cooperative teacher with input from the counselors.

PUBLIC SECTOR EMPLOYMENT:

The vocational counseling staff worked actively with vocational cooperative coordinators in the development of appropriate work stations. Thirty students were placed in public sector positions. Students worked at training stations during the school term and the summer when the student desired to do so. Placement of graduates was handled by the Kokomo Area Vocational School Placement Service on a special grant from the State Board of Vocational and Technical Education.

EMPLOYMENT OPPORTUNITIES:

Eligible students enrolled in vocational lab courses. Those considering vocational programs in the future received opportunities for after school work experience. A placement service was available to all vocational school graduates.

TRAINING OPPORTUNITIES:

YETP students participating in vocational cooperative programs received specialized occupational training at appropriate work stations and in related classroom activities. YETP students also enrolled in in-school vocational programs. After school work experience students received opportunities to develop sound work habits and attitudes.

SUPPORTIVE SERVICES:

Participants received assistance in acquiring transportation, child care, medical and dental care, and work uniforms and supplies. The project also helped participants acquire personal and vocational counseling.

COORDINATION WITH EXISTING AGENCIES:

This YETP project supplemented activities at the Kokomo Area Vocational School (AVS). Staff members worked with local agencies such as Kokomo Ivy Tech, Kokomo Opportunities Industrialization Center, Common Ground Clinic, and the Regional Mental Health Center to gather information on referrals, placement, and respective programs. The staff also worked with the adult education office to help service students who had not been successful in the classroom.

PROGRAMS SUPPLEMENTED:

The Kokomo AVS serves students in eight area schools in Howard, Tipton, and Miami Counties. The YETP vocational counseling staff worked closely with vocational teachers and counselors to offer project services to all vocational school graduates. Services to graduates included; interest testing, placement, and procurement.

UNIQUENESS:

This YETP program emphasized the cooperation between the area vocational school and participating schools to bring together various vocational educators who have a shared interest in the student.

YETP PLANNING PROJECTS

TITLE: HOOSIER UPLANDS ECONOMIC DEVELOPMENT CORPORATION YOUTH EMPLOYMENT AND TRAINING PROGRAM

PROJECT#: *S80-013*

AGENCY FUNDED: *Hoosier Uplands Economic Development Corporation*

CONTACT: *Linda Marks*
521 West Main Street
Mitchell, IN 47446
(812) 849-4457

COUNTIES: *Jackson, Lawrence, Monroe, Orange, and Washington*

FUNDING PERIOD: *10/1/80 to 9/30/81*

PARTICIPATING LEAs: *Alternative High School, Bloomington High School North, Bloomington High School South, East Washington High School, Harmony School, Salem High School, South Central Area Vocational School, and West Washington High School*

OVERVIEW:

Planning for this project established a framework to provide employment, training, and supportive services for in-school youth. Tentative linkages were formed among area vocational schools (AVSs), local education agencies (LEAs), community based organizations (CBOs), youth-serving agencies, business, industry, and other employment and training agencies.

Participating education agencies will offer classroom training such as career awareness, job-seeking, filling-out applications and resumes, interviewing, job-stress coping, and money managing. All training and placement procedures will conform to Youth Employment and Training Program (YETP) guidelines. Public and private employment as well as academic credit will be made available to participating students.

CAREER INFORMATION, GUIDANCE, JOB-SEEKING SKILLS TRAINING:

This program provides career information on the skilled trades and guest speakers will examine the local employment outlook. Classroom training will cover areas such as career awareness, job-seeking, filling-out applications and resumes, interviewing, job-coping, and budget counseling. Participants will acquire improved job skills and a better understanding of how to become a successful employee.

ACADEMIC CREDIT:

Participants will receive academic credit for work experience at their home school's discretion.

PRIVATE SECTOR EMPLOYMENT:

Contacts have been made with private sector employers and they have expressed strong interest in developing unsubsidized work sites. Businesses already sold on the advantages of hiring youth will offer assistance in career exploration and job shadowing. Business representatives will also offer plant tours and will participate in panel discussions at area schools.

PUBLIC SECTOR EMPLOYMENT:

Public sector employment will make up the majority of work sites for YETP participants. Many of these sites have been involved in youth employment programs and meet standards of meaningful work, proper supervision, safe and sanitary working conditions, compliance with child labor laws, and compliance with all other YETP rules and regulations.

EMPLOYMENT OPPORTUNITIES:

Permanent and part-time positions in both the public and private sectors will be secured for participants. To the extent possible, work sites will be developed which coincide with vocational interests of the youth served.

TRAINING OPPORTUNITIES:

All participating schools will offer in-class training for employment within the community. This training will help participants find work and keep it.

SUPPORTIVE SERVICES:

The project will provide transportation to work sites and assistance in acquiring materials used on the work sites.

COORDINATION WITH EXISTING AGENCIES:

The YETP staff will work with various agencies and organizations to provide a year-round comprehensive training program for economically disadvantaged youth. These agencies will

also contribute to the success of the program by offering linkages, work sites, monitoring, classroom instruction, and referral sources among many other forms of assistance. These agencies include local schools, CBOs, youth organizations, employment security division (ESD) offices, and local Comprehensive Employment and Training Act agencies.

PROGRAMS SUPPLEMENTED:

This project will supplement existing employment programs by providing workers for area service agencies such as Head Start and day care centers. The project will also assist local ESD offices by providing additional employment opportunities.

UNIQUENESS:

Each participating school in this program will have the latitude to hire its own staff and develop its own curriculum within State Board of Vocational and Technical Education guidelines. Coordinators from Hoosier Uplands will enhance the exchange of ideas and services among schools in order to more efficiently serve both rural and metropolitan areas in the project area.

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OTHER

VOCATIONAL EDUCATION SERVICES

REPORT TITLES

Vocational Education Research and Exemplary Projects in Indiana 1978 and 1979, edited by Mark Coogan. Abstracts and synthesizes research and development projects that were funded in 1978 and 1979 under Indiana's plan for improving vocational education programs. 1980, 102pp. (Report Series No. 12).

A Local School Implementation Plan for Performance Based Vocational Education, written by Shirley F. Smalley. Describes a plan to convert traditional vocational curriculum to performance based curriculum without disrupting the efficiency of the program. 1980, 76pp. (Report Series No. 11).

Vocational Education Personnel Training Projects in Indiana, 1970-1978, edited by Nancy Steenhausen. Abstracts and synthesizes vocational education personnel training projects that were funded from 1970 through 1978. 1980, 102pp. (Report Series No. 10).

Vocational Education Research and Exemplary Projects in Indiana, 1977, edited by Nancy Steenhausen. Abstracts and synthesizes research and development projects that were funded in 1977 under Indiana's plan for improving vocational education programs. 1979, 90pp. (Report Series No. 9). ED 176 123.

Students' Views on Occupational Sex Stereotyping, a project report by Diane S. Richards, and *Sex Equity Resources for Vocational Educators and Counselors*, a bibliography by JoAnn Brooks. Identified sex bias influences on students; occupational choices and gives an annotated list of resources with which educators can begin to implement sex fair practices in the schools. 1979, 88pp. (Report Series No. 8). ED 167 782.

Vocational Programs in Indiana for Special Needs Students, 1978-1979, written by Elaine G. Eigeman. Abstracts and synthesizes 1978-1979 Indiana vocational programs for special needs students in the special projects funding category. 1978, 102pp. (Report Series No. 7. Out of print; copies available for loan only).

Vocational Education Research and Exemplary Projects in Indiana, 1976, edited by Elaine G. Eigeman and Nancy Steenhausen. Abstracts and synthesizes research and development projects that were funded in 1976 under Indiana's plan for improving vocational education programs. 1978, 70pp. (Report Series No. 6).

Other report titles *continued*

Research for Performance Based Vocational Education in Indiana, written by Bill R. West with an introduction by Ed Hornback. Outlines steps in the state's system for developing multi-occupational PBVE programs. 1978, 56pp. (Report Series No. 5). ED 153 012.

A Plan to Organize Performance Based Auto Mechanics Programs and Derive Learning Content, written by Bill R. West and Dennis Brannock. Develops a data base with which to structure multi-occupational PBVE programs and to derive learning content that is job title specific. 1978, 52pp. (Report Series No. 4. Out of print; copies available for loan only). ED 154 244.

The Public's Perception of Secondary Vocational Education in Indiana, written by Betty A. Sawyers. Studies the general image of vocational-technical education as represented by a statistical sampling of respondents from five categories. 1977, 49pp. (Report Series No. 3). ED 151 608.

Vocational Programs in Indiana for the Disadvantaged and Handicapped (1976-1977), edited by Elaine G. Eigeman. Abstracts and synthesizes 1976-1977 Indiana vocational programs for special needs students in the special projects funding category. 1977, 64pp. (Report Series No. 2). ED 141 643.

Employment Patterns and Earnings of Secondary School Vocational Education Graduates, written by William B. Richardson and Joan R. McFadden. Explores the relationships between vocational graduates' training programs, jobs, and incomes during a maximum period of one year and eight months after program completion. 1977, 31pp. (Report Series No. 1. Out of print; copies available for loan only). ED 146 348.

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